**Informational Materials Unit**

For this unit, the class will read a series of articles in the Interactive Reader and fill in answers. Please use dictionaries and/or other students to help with reading comprehension.

**Individual Student Responsibilities:**

* Each student is responsible for understanding all of the material read over the next 8 days. You will be tested on it when Mr. Olsen comes back from leave. The test will be on the contents of the articles, as well as key vocabulary you learned from reading them (eg. “**main idea**” “**supporting evidence**” “**compare and contrast**” etc.)
* Each student must also answer **ALL** of the questions located on the sidebars of each article read and underline / circle **ALL**  of the text that you are instructed to in the Interactive Reader. I will collect and give a completion mark for answering these questions in the reader. Do not just copy this work. ***Share, discuss with your classmates, and try to understand WHY the answer is what it is.***

**Class Responsibilities**

* At the beginning of each class, the substitution teacher will ask the class to choose 1 of 2 options.
  + #1 The class will work silently, and **individually** to read the article for the day and answer the questions as best they can. They may use a dictionary to help them and they may listen to music as long as they are focussed on their work.
  + #2 The class will work together as a class. 1 or more students will be chosen by the class to lead and the class will read the article together and discuss and share the answers to the questions in the sidebars. The rules for Spanish will be relaxed, if you need to use Spanish to explain any difficult concepts you encounter. All headphones and music must be put away.
* If the class chooses option #2, the substitution teacher will be asked to observe and make sure that the class is:
  + working well and focussing on the reading
  + only 1 person is speaking at a time
  + students are not wandering around the room or engaging in other off-task behaviour
  + students are paying attention, and not socializing with their neighbours
  + the noise level of the class is low enough that it does not disturb other classes
* If the class cannot work in the manner above, then the teacher will ask them all to return to option #1.
* **Working in pairs or in small groups is NOT an option**

**If you finish the work for the day early, you may work on academic assignments from other classes, listen to music quietly, read, etc. You may NOT text message or play games on their electronic devices.**

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| **Day 1 – “Shipwreck at the Bottom of the World”**  **p. 312** Read the “before you read” section and take notes on the information on a separate piece of paper in the reading section of your English notebook. Make sure you write down and understand the steps on how to think up research questions. **Remember, research questions are questions for further research that are based on the article. They are not questions that are already answered in the article.**  **p. 313-17** Read the **first half** of the article. Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions. |
| **Day 2 –“Shipwreck at the Bottom of the World” Continued**  **p. 318-320** Read the second half of the article. Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions.  **p. 321-322** Do the **5W-HOW R**esearch Question chart and the test practice questions. |
| **Day 3 – “Iceman: Mummy from the Stone Age; The Iceman Ate-eth Meat; Iceman of the Alps Was Slain, X-ray Shows”**  **p. 324** Read the “before you read” section. We have already taken notes on synthesising sources, so you do not need to take notes on this section (unless you don’t have them from before). Make sure you understand the key steps in bold: “**Find the main idea,**” “**Compare and contrast**,” etc.  **p. 325-329** Read the 2 articles: “Iceman: Mummy from the Stone Age” and “The Iceman Ate-eth Meat.” Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions. |
| **Day 4 - “Iceman: Mummy from the Stone Age; The Iceman Ate-eth Meat; Iceman of the Alps Was Slain, X-ray Shows” Continued**  **p. 330-332** Read the 3rd article: “Iceman of the Alps Was Slain, X-ray Shows.” Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions.  **p. 333-334** Complete the Synthesis chart and the test practice questions |
| **Day 5 – “The Great Blizzard of ’88; The Land Is an Ocean of Snow”**  **p. 336-337** Read the “before you read” section and take notes on the information on a separate piece of paper in the reading section of your English notebook. Be sure you understand the difference between **primary** and **secondary sources.** Also understand how to identify **main ideas** and **elaborate** on them.Create a chart in your notes like the one on p. 337 to fill in as you read the articles.  **p. 338-340** Read the first article “The Great Blizzard of ’88.” Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions. |
| **Day 6 –“The Great Blizzard of ’88; The Land Is an Ocean of Snow” Continued**  **p. 341-347** Read the second article “The Land Is an Ocean of Snow.” Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions.  **p. 348-349** Complete the Elaboration Chart and the test practice questions. You may use information you have already created in your elaboration chart from your notes, p. 337. |
| **Day 7 – “Teen Driver’s Guide and Permit Application”**  **p. 374** Read the “before you read” section and take notes on the information on a separate piece of paper in the reading section of your English notebook. Make sure you write down and understand the definitions of all of the words on the page that are in **boldface** (eg. “**Boldface**” “**Bullets**” “**logical sequence**”etc.). This is an example of a functional document. It gives a set of instructions for you to interpret.  **p. 375-379** Read the Guide and the Permit application Form. Pause and answer all the questions in the sidebars and circle/underline all of the text where it tells you to in the instructions. On **p. 378-379**, fill out the form as best you can (you can be creative and invent things for fun).  **p. 380** Complete the test practice questions. |
| **Day 8 – Catch – up day.**  This last day is for catch up. If the class is not finished the work from any of the above articles, you may finish the work this day. If the class is finished all the articles, you may use the time to study your notes from the unit or work on assignments from other classes. |